

ST JOHN'S COLLEGE

Catholic Special Character Review

Principal: Ms Peta Lean

DRS: Mrs Mary Curran

Board Chair: Mr Patrick Barrett

Visit Dates: 28 June – 1 July 2011

Reviewers: Brother Terence Costello
Mr Paul Shannon

St John's College, a Year 9 – 13 secondary boys' school, was established by the then Auckland Diocese in 1961 under the care of the Marist Brothers. The Bishop of Hamilton is the Proprietor. The roll of the school is 666 with 31 Foreign Fee Paying Students. The maximum roll is 750.

PROCESS

St. John's College provided the required documentation in good time prior to the visit and the requested programme was arranged. Classroom visits were scheduled and staff were briefed to expect these.

The programme included interviews, visits to Religious Education classes, meetings and attendance at student activities. The Principal, Senior Leadership Team, Director of Religious Studies (DRS), Deputy Principal – Pastoral Care, Guidance Counsellor, Proprietor's Representatives on the Board of Trustees, Board Chair, full Board, Chaplain, Diocesan Youth Minister involved with the College, a group of parents and a group of senior students were each interviewed. Informal conversations were also held with other staff.

Also included in the documentation were replies to questionnaires distributed by the College to BOT members, the DRS and staff.

CATHOLIC COMMUNITY

The school is a community where gospel values are central, where faith is nourished and where Christian celebration in the Catholic tradition is highly valued.

* Spirituality

The individual and communal spirituality of the whole school community is promoted and nurtured.

St John's College employs a wide variety of means to develop the faith of its staff and students. These include staff prayer, prayer in Religious Education classes, prayer and reflections at assemblies and Eucharist on a weekly basis and on special occasions such as an Opening Mass. Reconciliation is also available after the weekly Mass. The College has its own College Prayer and this is prayed regularly. This prayer and other basic prayers are included in the Student Diary as is the College Song. Additionally there are other appropriate liturgical activities e.g. an Easter Liturgy in Holy Week. Faith is also developed by Retreats offered at all Year levels, the witness of committed staff and a strong sense of belonging to a community built on brotherhood.

The responsibility for liturgy and prayer in the school rests with the DRS and she brings commitment and energy to these tasks resulting in liturgies and prayer being creative and meaningful. In this she is ably assisted by the Head of Music. The behaviour of the students in the liturgies witnessed by the reviewers was mature and dignified and they participated with reverence.

The College has a Prayer Room which is used regularly by a number of students. It is labelled simply R6 and it was suggested to the College that an attractive sign be placed on the wall by the door and that it be advertised around the school.

The College also has a small Chapel which is not well placed to be prominent in the grounds and many people spoken to during the review expressed the desire to have a

Chapel that could accommodate more students.

The DRS is also responsible for the student retreats and in these she is well supported by other Religious Education teachers and the Te Reo teacher.

Maori Spirituality is evident in the faith life of the College due to the willing involvement of the Te Reo teacher. The Kapa Haka group is also often involved in whole school Masses.

The College puts much time and effort into the effective dimension of the faith life of both staff and students. The strength of this was evident in the comments of the students and parents in the interviews conducted with them. The senior students interviewed were able to articulate their faith very well. They see their faith as the “glue” that binds the College together. The Special Character Report in the 2010 magazine (written by the Special Character Student Leader) contrasts this with zoning in neighbouring schools.

* Evangelisation

The school is a faith community which endeavours to spread the Good News by word and witness.

St. John’s College has a significant number of students from what is termed an unchurched background and reaches out to them in a sensitive and respectful way without in any way diluting its Catholic Special Character. It is significant that one of the 2011 Student Special Character Leaders was received into the Church in his Year 11.

The College encourages its students to receive the Sacraments of Initiation in their parishes.

The College’s documents for parents (newsletters, prospectus etc) all contain information about spiritual matters. The 2010 College magazine devoted two pages to a very full Catholic Special Character Report.

The College has chosen Religious Education as it starts a three-year cycle of self review and only two questionnaires were received from parents, so there was little formal parent feed-back on the Catholic Community dimension available to the reviewers. However the parents interviewed all spoke very positively on the strength of College’s Catholic Special Character.

* Partnership

Education is a collaborative responsibility.

There has not been any Marist Brothers on the staff for quite some time but the College maintains regular contact with them. A number were present at the Champagnat Day Mass. It is also worth noting that at this Mass many past loyal supporters of the College and Brothers had been invited and were present. The passing of Brother Paul Scott, a previous Principal, was suitably acknowledged at this Mass.

The Board of Trustees is supporting an application to the Proprietor for a 5th Schedule to be added to the College’s Integration Agreement reflecting the history and traditions of the Brothers in the ethos of the College. This history is also recorded in the Staff Handbook. A Brother was also invited last year to interview applicants for the Principal’s position on leadership of the College’s Special Character and the Marist charism.

The Director of Champagnat Partnership is a regular visitor to the College, teachers attend the annual Induction Day for Staff new to Marist Schools, the bi-annual Champagnat in the Pacific Course and student leaders attend the annual Marist Student Leaders Forum in March each year. In the past Board members have also attended the Workshop for the Boards of Marist Schools and some are planning to do so again this year.

The Champagnat charism is well promoted in the school and the Pillars of Education are promoted to the staff. They are displayed in a strikingly visual manner in the staffroom.

The students interviewed showed good knowledge of the school motto and patrons of their Houses. Some were unsure of the connection of the crest (Eagle) to the name of their College.

There has been regular reporting to the Proprietor by the Proprietor's Representatives on the Board of Trustees and the reports made available to the reviewers were comprehensive.

* Values *The school identifies and actively promotes gospel values.*

The Staff Handbook records the College's overriding value as based on the scriptural precept: "to love God above all things and one's neighbour as oneself."

The students who were interviewed spoke strongly of the values they are encouraged to live by and how this preparing them well for life after leaving the College. The Proprietor's Representatives on the BOT supported these views with the statement: St John's boys do not "fall over" when confronted with challenges after they leave school.

These values stem from the Pillars of Marist Education and the reviewers believe that they are well promoted, well understood and well accepted by both staff and students. They are attractively presented in the Information Booklet that is included in the Prospectus and students should be well aware of them right from enrolment.

The Religious Education Department's Scheme for 2011 spells out clearly and fully how the Department aligns with the Values and Key Competencies of the New Zealand Curriculum.

* School Culture *Catholic Special Character is visible in the relationships and the artistic expressions seen throughout the school.*

Artistic expressions of the College's Catholic Special Character are prominent in many parts of the College. One certainly knows one is entering a Catholic Marist school when one enters the main foyer. However there were several corridors which were rather bare. Other than banners of the four Houses the Library is devoid of any religious symbolism.

When moving around the school a visitor is greeted politely. The sense of community was evident in the relaxed, calm behaviour of the students who were observed interacting with each other and with staff in a very positive manner. These interactions are certainly in harmony with the statement in the Staff Handbook on the way members of the school community are expected to treat one another.

A noticeable feature of the artistic expressions are the religious symbols worn by many of the senior students. At some cost the College has purchased portable banners of the four Houses for use in liturgies and other significant schools occasions.

* Leadership

Leadership effectively shapes the faith-based vision, direction, values and outcomes of the school programme.

The College is blessed with a Principal (on a fixed-term contract) who brings much commitment to its Catholic Special Character. The questionnaire completed by the Principal shows that she has a comprehensive and deep understanding of the College's Catholic Special Character. Her support for that Character is especially evidenced by the financial support given to the Catholic Special Character at a time of financial restraint in the College this year.

The Principal's Welcome to the Champagnat Day Mass attended by the reviewers was a reflection of that understanding as was the welcome to the guests invited to the morning tea after the Mass. In this welcome was a recognition of the challenge to the College to maintain their spirit of generosity and service.

In her leadership the Principal is well supported by the Deputy Principal – Curriculum who is also the DRS and the Deputy Principal – Pastoral Care. The Assistant Principal is a very long-serving staff member whose commitment to the students is widely recognized. The Senior Leadership Team also includes the Guidance Counsellor and a Head of Faculty. Both of these people are also long-serving staff members whose knowledge of the College is a valuable perspective for the workings of the Team.

The current Deputy-Principals are "fixed term" appointments and a discussion was held with the Principal as to what might be the best structure of the Senior Leadership Team when a Permanent Principal is appointed.

The appointment of the DRS to the Deputy Principal – Curriculum position has been a very significant experience for her Professional Development. She is to be commended for the energy and creativity she brings to the position.

*Stewardship

The school accepts responsibility for delivering education with a Catholic Special Character.

The Staff Handbook has a very good summary of the College's Catholic Special Character but does not spell out the expectations of staff towards that Character other than in the previously mentioned interactions. New staff receive a good induction to that Character but is valuable to have it in writing as a continuing reminder.

Various staff related documents (e.g. Job Descriptions, Appraisal Documents) refer to the College's Catholic Special Character but some of these are rather generic e.g. that for the Heads of department simply says in the section Community Life of the School: "to foster the Catholic nature of the school." The Job Description for the Deputy Principal holding the S66 position needs to have an explicit reference to the requirements of the position. The Job Description for the Deans does not have a reference to the College's Catholic Special Character. While they operate in a manner consistent with this Character it does need to be explicit in the Job Description particularly for the benefit of new Deans.

It was pleasing to see in the Appraisal Documentation that staff are expected to select for their appraisal one goal related to the year's Marist Pillar.

Staff are required to sign a copy of the Catholic Character Statement provided by the NZCEO.

The Board has a very good Policy on Special Character in which various aspects of that Character is related to the National Administration Guidelines.

* Worship

A Catholic culture of prayer, liturgy and faith-based celebration is promoted in the school.

Prayer is a very integral part of life in the College. It had been the subject of two recommendations from the previous review and the Principal was able to report that considerable progress had been made in the intervening three years.

The third recommendation in this area centered on a sacred space for prayer within the College and reference has already been made to the Prayer Room. Plans are afoot to renovate the current Chapel which though inadequate for whole school use has a beautiful ambience making it suitable for quiet reflection. The 10-year Property Plan will include a Chapel in a prominent place.

The weekly Eucharist which the reviewers attended during the review was well attended with a mix of compulsory attendance (by two classes as is the custom each week) and voluntary attendance. The latter group was marked by many senior students.

It was slightly jarring in terms of the College's community spirit that when students standing at the back of the seats provided, were requested to move forward, junior pupils were required to give up their seats to seniors who were standing.

At this Mass the Music Group provided inspirational music and it is commendable that this group is a voluntary group from Year 11. The College also has a Gospel Choir.

Senior students have been commissioned as Ministers of the Eucharist and assist in the distribution of Communion at the various Masses. It was quite moving in the opinion of the reviewers that at the weekly Mass that was attended these Ministers distributed Holy Communion with the celebrant blessing those who had not made their first Holy Communion.

* Service

Students assist people in need through service and outreach activities.

The Principal provided the reviewers with a comprehensive list of charitable fundraising activities undertaken in the College in 2010 and so far in 2011 with the latter total already exceeding that of the previous year. In addition the Guidance Counsellor showed the reviewers a stockpile of food that had been collected and stored for distribution to needy families.

The College also has a Vinnies Group.

* Collaboration with Parish *The school collaborates with the parishes of which it is part.*

The College draws students from all the parishes in the city of Hamilton and those of the surrounding towns – a total of eleven parishes. A few students come from further afield. This makes it somewhat difficult to maintain formal links with all these parishes but the College is blessed that it's Chaplain is also the Parish Priest of the Cathedral Parish. Despite his busy schedule he attended the Induction Day for Teachers New to Marist Schools in February as a way to better understand the Marist charism and its connection to his sacramental ministry in the College.

The College newsletter is sent to each Parish and the Parish Priests are invited to the Full School masses and celebrate these with the school.

A member of the Diocesan Youth Ministry (an old boy) is involved in liturgies and retreats. Students from St John's are involved in the Diocesan Youth Initiatives – Life-teen and the Sunrise initiative. Along with students from Sacred Heart Girls College students from St John's have led Sunday Masses in some parishes.

The various contributing schools are visited and invited to the College each year. The matter of the local high profile state secondary school recruiting students from the largest contributing school was raised during the review.

PASTORAL CARE The school community nurtures, supports and cares for individuals.

* Relationships *The school is a friendly, welcoming, co-operative learning environment where the dignity of each person is respected.*

When asked what they liked best about their school many of the senior students who were interviewed spoke of the community spirit in the College. This flavours the relationships within the College and is the basis of the mutual respect that was witnessed between them. It also harmonises with the promotion of the Pillar of Family Spirit – one of the College's Core Values. The quality of these relationships leads to what the Chaplain described as a very good spirit within the College. The parents interviewed also attributed the strength of the community spirit in the College to the successful working of the Vertical Form structure.

This feature of community (or family as many described it) leads to non-hierarchical interaction among the students and a greater tolerance of the diverse cultures on campus. This is why the above mentioned incident at the weekly Mass was incongruous.

The interest of the staff in the welfare of the students by the pastoral team and the wider school staff was strongly attested to by the students.

* Safety *The school provides for students and staff an environment that is safe – physically, emotionally, socially, spiritually, culturally.*

In keeping with the Board's Policy on Managing A Safe School, the staff and the Deans in particular are very vigilant to ensure that students and staff feel safe when on

the campus. This is well summarized in the Student Diary under the heading: Personal Safety. The reviewers believe that it would be valuable to add a section on this about bullying.

The small sample of senior students interviewed stated that they felt safe but as the College's self-review system has started only in 2011 (with Religious Education as the focus) there is no data available as to how the junior students feel in this regard. Staff have had two sessions of Professional Development on cyber bullying.

Time-out rooms in the Student Services Centre give space for students under stress to be cared for in an environment safe both for themselves and others.

When in her permanent position (of Deputy Principal) the current Principal had worked hard to isolate and win over those students whose behaviour tended towards being anti-social.

The fluency of the Dean of International Students in a number of languages makes it easier for the College to address safety issues involving these students.

* Behaviour Management *Discipline processes are just, compassionate, respectful and consistent.*

The Board's Policy on Behaviour Management states quite clearly that behaviour management at the College will be guided by the Marist Charism of education as proposed by St Marcellin Champagnat and that the Pillars will also be seen as paramount when dealing with student behaviour.

This policy spells out very clear Disciplinary Procedures which are adhered to faithfully by the Deans under the excellent leadership of the Deputy Principal – Pastoral Care.

The reviewers were witness to the weekly staff meeting where the students in a given Year level are reviewed by their Dean and were taken by the respectful way the names of difficult students were brought forward. Attention to these difficult students was also balanced by affirmation of many students.

The wisdom and experience of the Guidance Counsellor is significant in the area of Pastoral Care and his ability to link decisions to the Marist charism in a practical way means that the principles of the above policy are not just intentional but realized in practice.

* Cultural Awareness *The school is open to the enrichment of diverse cultures.*

The College has a marae that is clearly visible as one enters the property.

The 2010 College Magazine records: "Another important event in Term 2 was the Professional Development with the staff on the Treaty of Waitangi. Although this was quite a challenging process for most of those involved, many of the staff really got on board and have been trying innovative and exciting ways to engage Maori students in their classes."

The account of the Whanau Camp in the same Magazine records that it included a very multicultural group.

In that Magazine the Dean of International Students states:” It is very pleasing to note that the reputation of St John’s College remains high, both in our local and our international communities.”

The reviewers noted the easy mixing of students from the various cultures during Morning Breaks and Lunch times.

* Organisation *Pastoral Care is organized in a way which is evident to all members of the school community.*

The Deputy Principal – leads an effective team of Deans and the stability in the team over recent years is significant. Pastoral Care is also exercised through the Vertical Form Leaders, the Guidance Counsellor (a “tagged” position), Careers Adviser, Gateway Coordinator and the RTLB.

All those involved in Pastoral Care are housed in one block which makes for easy communication and the sharing of good practice. Under this arrangement coordination is also easily attained by a receptionist.

As part of their Induction into the College new students are introduced to the Student Services Centre. There is also a good summary of the functions of the Centre in the Student Diary.

The reviewers were presented with a very full Manual for the Delivery of Pastoral Care in the College in 2011. This document contains the principles and very clear procedures for staff in dealing with discipline and pastoral matters.

RELIGIOUS EDUCATION

The school helps to fulfil the teaching Mission of the Church by living and Teaching the values of Jesus Christ

- Leadership

The Principal and Director of Religious Studies provide leadership and sound Management in Religious Education

The Director of Religious Studies (DRS) is to be commended for the sound work she has undertaken over the past three years to firmly ground Religious Education as a programme of learning and of faith development within the College. She followed a long term DRS whose focus on the restoration of the Champagnet charism and Marist tradition was legendary.

She has continued with this focus as well as providing a clear picture of the direction for Religious Education in the College, particularly in the senior school and has worked hard to provide the underpinning structures, including very sound school and departmental documentation to support this.

She has been instrumental in revising the RE Scheme for 2011, as well as progressively facilitating, with the assistance of another dedicated RE teacher, the digital upgrading of a large part of the RE Curriculum ‘*Understanding Faith*’.

As has already been mentioned the DRS has additional responsibility in that she also holds the Deputy Principal – Curriculum as a fixed term position. This has greatly increased her workload but has also been instrumental in ensuring the RE programme receives the level of promotion and support it deserves within the Senior Leadership Team.

- Religious Education Curriculum

The Religious Education programme is soundly managed and professionally delivered

The Religious Education curriculum followed is the appropriate National Programme ‘*Understanding Faith*’ as laid down by the Bishops of Aotearoa New Zealand for secondary schools. The curriculum coverage at Year 9 is outstanding especially when one considers RE at this level is currently restricted to 120 minutes per week.

It should be noted here that the Bishops of Aotearoa New Zealand have requested that effective from 2012, minimum RE classroom times must be 150 minutes for Years 9 and 10, and 180 minutes for Years 11, 12 and 13. This would require a substantial increase of allocated RE classroom hours within the school’s timetable, for not only year 9, but also Years 11 and 12.

The DRS feels that achieving the hours as mandated by the Bishops will be very difficult. She agrees that such an increase might enable students particularly in Years 12 to undertake another Achievement Standard and thereby be eligible for ‘subject endorsement’ as they will be undertaking three Standards. At the present time, both Year 12 and 13 students are undertaking only two out of a possible four Standards.

To be fair the DRS has embarked on the new Achievement Standards with an understandable degree of cautiousness derived from an experience of some inadequate tasks initially drafted for the Standards. She is also mindful of the importance of ensuring that the teachers within her department have the required expertise and knowledge to meet the demands of an increasingly academically focused RE curriculum.

It was clear during the classroom observations that the teachers have been working collaboratively on making the delivery of the RE curriculum more interesting through the use of data projection, internet sourced resources and some creative teaching strategies that have clearly resulted in more effective engagement in respect of a subject traditionally found to be a challenge for adolescent boys.

In one class the content was very teacher focused, however the classroom climate was positive throughout the school with most students behaving in a conscientious manner, where there is an air of respect between teachers and students. Teachers were being enthusiastic for their teaching task and students willing to learn.

There is a comprehensive system of student assessment of RE. A grade is based upon the NCEA construct of Achievement, Merit and Excellence for which criteria is set. This is achieved at all levels and moderated through common tasks. The analysis and synthesis of this information is carried out by the DRS and used as part of the comprehensive school-wide system of evaluation of teaching and learning programmes.

The reviewers were delighted to experience a wide range of classroom prayer, although generally teacher focused and directed, we particularly enjoyed the experience of a meditative approach in one class.

- Integrated Curriculum *The teaching of Religious Education is integrated with other curriculum areas especially those that include ethical issues, personal relationships and sexuality education*

It seems in the past the Religious Education programme has had the additional responsibility for some parts of the Health Programme particularly in the areas that relate to what it is to be human, our self-esteem, relationships and sexuality.

Currently this is reflected in the delivery of 'My Story' to the Year 9 and 10's early in the year and a 'Relationships and Sexuality' programme developed by the DRS specifically for Year 12 and delivered towards the end of the academic year.

We recommend There should be a clear and transparent operational relationship between the RE and the Health/ PE Departments in relation to the delivery of sexuality education to future proof the alignment between the RE/ Health/PE Departments and Catholic teaching

It should be noted that the Board of Trustees needs to approve any sexuality programme being delivered in the college and there needs to be consultation with both the parents and the Proprietor. Although the DRS has completed CFLE she recognizes the need for further qualified staff to ensure the appropriate understanding of and commitment to Catholic teaching within the Health curriculum. We understand that two teachers from the College have enrolled in the 'Understanding Sexuality' course being run in the Hamilton diocese later this year.

- Resources *The Board of Trustees makes financial provision for Religious Education and Catholic Special Character resources.*

Catholic Character and the Religious Education programmes are well resourced and in fact the RE Department received a substantial increase in its budget in 2011. The Religious Education Department has a centrally situated resource room near the RE classrooms. It is good to see that the R E budget includes a five-year plan to replace all texts in the 'Understanding Faith' programme.

- Professional Development *The school provides opportunities for regular Religious Education professional Development and spiritual development for all staff.*

The DRS has been instrumental in encouraging and supporting not only her RE teachers but also teachers from other Departments, to undertake professional development courses sponsored by the Hamilton diocesan office. This has resulted in five teachers completing the *Religious Curriculum II (RE 204a)* in the first two terms of this year. Additionally a further two teachers are enrolling in the 'Understanding Sexuality' course later in the year. This has resulted in a number of teachers improving their certification hours quite considerably.

All the RE teachers participated in NCEA workshops sponsored by NCRS in respect of the new Religious Studies Achievement Standards for Years 11-13 in Auckland last year and will be participating in the diocesan sponsored 'ICT in RE' course being sponsored by the Hamilton diocese early in term 3 of this year.

Both the Principal and the Deputy Principal/DRS attended the diocesan Principal/DRS Conference held in Rotorua in May of this year.

- Communication *The school communicates with parents about Religious Education programmes.*

Parents have regular feedback on their son's progress in Religious Education through formal full written reports twice a year, while an interim report goes home in term 1 of the year, for juniors. These reports have established common assessments at Years 9-13. The report system is fully computerised. The formal reports are followed up with parent evenings, adding a further opportunity for parents to clarify and question issues that may arise from the reports themselves. The parents interviewed, indicated that they were very happy with the level of communication they received from the school.

Progress with recommendations from the last review 2008

1. *“Assemblies...From the three mornings we were there, it appeared that some attention could be given to the variety and depth of this vital time...”*
As stated earlier in this report, responsibilities for the assemblies, liturgies and prayers in the school rest with the DRS and these appear to the reviewers as creative and meaningful.
2. *“Absent however is a greater variety of prayers which could be used in the classrooms by all students and teachers”*
As stated earlier in this report, the reviewers were delighted with the wide range of classroom prayer experienced.
3. *“ It is recommended that all job descriptions have a special Catholic Character ‘Key Performance Area’ with key tasks, expected outcomes and performance indicators”*
As stated earlier in this report, some staff related documents need to be more specific with more expanded reference required in respect of the Colleges' Catholic Special Character
4. *‘Religious Education do not meet the requirements of the New Zealand Bishop's Conference of the equivalent of 2.5(classroom) hours per week with the exception of Years 10 and 12’*
These hours have now changed effective from the 2012 academic year.
5. *“ For other faculties this integration still remains a challenge and needs to be a focus across the staff”*
A recommendation in respect of the RE and Health/PE faculties has been made in this report.
6. *“ It is recommended that other teachers enroll in the ‘Understanding Sexuality’ programme recommended by the Bishop's Conference”*
This matter has been addressed by the College.
7. *“ There needs to be a major focus on employing a significant number of teachers who meet the legal criteria and will role-model practicing Catholicity”*
The matter relating to the college's level of tagged positions within the College has been addressed in our recommendations.

COMPLIANCE ISSUES

As part of the review an Attestation Document was completed by the Principal and signed off by the Board Chair. The document covers the compliance issues of Tagged Positions, Maximum Roll, Preference and non- Preference students, Religious Education, General Board Policy and Practice, Consultation with and Reporting to the Proprietor and the Health Curriculum. The reviewers make the following comments in this regard;

- Tagged Positions

It is acknowledged that the school has historically found it difficult to achieve the level of tagged positions required by its Integration Agreement. The number of tagged positions required in the College was established at the time of integration. St John's College requires 40% of its positions to be tagged (excluding the Principal and DRS). Based on the information available to the reviewers at the time of the review the College has 6 tags excluding the Principal and the DRS. The College requires 18 tags.

There appear to be a number of teachers on the staff who would qualify to hold tagged positions and involving them may diminish the tag deficit substantially. Some consideration might be given to assisting Catholic staff on the staff at present, who meet the requirement for a tag, to apply and accept a change of status.

- Preference

A sample audit was undertaken by the reviewers. The College agreed that there were 12 students who had not been included in the non preference numbers as they had come from Catholic primary schools and they were uncertain how they were to be recorded. It was agreed that these students were non preference in their primary school and unless there is evidence of a subsequent change in status i.e. baptism this status remains in secondary school. The non preference numbers have accordingly been increased to 45 (the permitted non preference level is 38).

The College needs to develop strategies to bring the non preference numbers down to the permitted level.

RECOMMENDATIONS FOR DEVELOPMENT

- (1) That the Board consider sponsoring a Retreat for the Senior Leaders especially the DRS.
- (2) That the College's Prayer Room be signposted and advertised throughout the school.
- (3) That the Staff Handbook's section on Special Character be enlarged to include the respective responsibilities of staff towards that Character.
- (4) That on the appointment of a permanent Principal the responsibilities of the Senior Leadership Team be reviewed.
- (5) That the references to Catholic Special Character in various Job Descriptions be expanded.
- (6) That dialogue with the Diocese be undertaken with regard to stronger support for the Youth Minister involved with the College.

- (7) That consideration be given to adding a statement on bullying in the Personal Safety section of the Student Diary.
- (8) That the timetable structure be reviewed in 2012, to ensure that all students are given the Religious Education classroom hours per week as mandated by the New Zealand Bishops Conference.
- (9) Depending on the review of the timetable consideration be given to increasing the available Religious Studies Achievement Standards for students in Years 12 and 13.
- (10) There should be a clear and transparent operational relationship between the RE and the Health/ PE Departments in relation to the delivery of sexuality education.
- (11) That all RE teachers be encouraged to continue with their professional development through the diocesan sponsored courses to gain at least Certification to Level 1.

CONCLUSION

The Board, Principal and Staff are to be highly commended and warmly congratulated on the on their efforts and successes in promoting the College's Catholic Special Character.

The Proprietor can be well satisfied with the strength of that Character at St John's and the very positive impact it is having on the growth of the faith of the young men in its ranks.

It was a pleasure and an honour to be part of the school community for the days spent in the College during the review and all sections of the community are to be thanked for their co-operation, honesty and hospitality.

May God bless you all richly on your continuing faith journeys.

Brother Terence Costello
Reviewers

Mr Paul Shannon